DOCUMENT RESUME

ED 100 474 JC 750 103

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TITLE Alternate Forms of Graduate Education for Community College Staff: A Descriptive Review.
PUB DATE Oct 74
NOTE 28p.; Prepared for the Conference on Graduate Education and the Community Colleges, sponsored by the National Board on Graduate Education (Warrenton, Virginia, November 11-12, 1974)

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS *College Faculty; College Teachers; Degree Requirements; Doctoral Degrees; Doctoral Programs; *Educational Alternatives; External Degree Programs; *Graduate Study; *Interinstitutional Cooperation; *Junior Colleges; Professional Education; Program Content; Program Descriptions
IDENTIFIERS *Doctor of Arts in Teaching

ABSTRACT

This paper describes the major types of university graduate programs now underway for the professional education of community college administrators, counselors, and instructors. On the basis of the implications of these existing programs, he makes nine recommendations to graduate schools considering new programs for community college staff. These recommendations are: (1) graduate education must be offered at the convenience of the student; (2) alternative Ph.D. or D.A.T. degrees must be explored; (3) all learning experiences should have practical applications; (4) graduate programs must provide for personal, as well as intellectual, development; (5) students must be given more responsibility for determining their objectives and programs of study and for evaluating their progress; (6) graduate education should be open to professionals who have proven themselves on the job or to students whose interests and abilities may be different from those who choose to matriculate on campus in traditional programs; (7) there should be less emphasis on grades and the accumulation of credits as measures of program completion (8) technologically innovative educational delivery systems should be used; and (9) graduate programs should work in close cooperation with community colleges. (DC)

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ALTERNATE FORMS OF GRADUATE EDUCATION FOR COMMUNITY COLLEGE STAFF: A DESCRIPTIVE REVIEW

Prepared for the Conference on Graduate Education and the Community Colleges--Sponsored by the National Board on Graduate Education

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October 10, 1974

JC 750 103

Alternate Forms of Graduate Education
for Community College Staff: A Descriptive Review

Prior to 1960 graduate education designed specifically for community college teaching staff was almost nonexistent. As late as 1970 Kelly and Connally reported that graduate programs for community college staff could place no more than 150 faculty each year. Those who taught in community colleges came with secondary education degrees or with master's or master's plus degrees from discipline programs designed for research oriented Ph.D.'s.

Community college educators have been highly critical of the programs that prepare, or more correctly fail to prepare, instructors for the community college:

> There are practically no strong preservice collegiate programs for community college staff members, and those that are in operation provide only a small fraction of the qualified personnel needed. Increasing numbers of so-called preservice programs have been established but they are too often only "blisters" on school of education programs and are generally inadequate or worse than nothing. (Joseph Cosand, Former U.S. Deputy Commissioner of Education, 1971)

> In direct answer to the question how adequate are university preparation programs, I would reply that with few exceptions they missed the mark. (Clyde Blocker, President, Harrisburg Area Community College, Pennsylvania, 1971)

> Community-junior colleges have been required to a very large extent to remold and remake university graduates in order that they could perform adequately as teachers at the community-junior college level. The emphasis upon research and other nonteaching functions and the insistence upon an ever increasing degree of specialization in the graduate schools of our nation has largely had a neutral if not actual negative influence upon the preparation of graduate students for the function of teaching and counseling in America's community colleges. (Joseph Fordyce, Former President, American Association of Junior and Community Colleges, 1970)

These criticisms continue unabated and, if anything, have become more caustic. At the 1973 Second National Assembly of the American Association of Community and Junior Colleges the preparation of staff for the community

college was the central issue. One-hundred and fifty national leaders representing business, government, universities, and community colleges debated for three days a national agenda for action on staff development. At one point in the conference a serious proposal was made to eliminate any discussion regarding the role of the university in the preparation of staff for the community college because of the university's poor track record.

The most recent and perhaps clearest example of critical relations between the universities and community colleges is a proposal by AACJC for the creation of regional centers for community college staff training independent of the graduate schools. (Graduate Education-Community/Junior College Conference Advisory Panel, 1974) Community colleges appear to be committed to going it alone if they cannot obtain the support they feel they need from the universities.

It seems unlikely, however, that community colleges will have to develop programs independent of the graduate schools. In the 1960's, and even more so in the 1970's, graduate programs for community college staff have been emerging that hold considerable promise for the future. Some of these programs are modifications or new developments within traditional graduate programs. Some programs have developed outside the traditional framework of graduate education that have implications for the preparation of community college staff. In the following section a number of programs are briefly described that specifically prepare community college staff or have implications for such preparation. No attempt is made to evaluate the quality of these programs. This selected review is descriptive and only for the purpose of drawing implications that may have relevance for developments within traditional graduate programs.

Opening University Doors to Community College Staff

In spite of the criticism of graduate education by community college educators, a few universities have made some significant responses to the needs of community colleges. Most notable is the Junior College Leadership Program funded by the W. K. Kellogg Foundation. Since 1959 eleven major universities have offered outstanding programs for community colleges. Limited to the preparation of administrators, these programs, nevertheless, provided major leadership for the national development of community colleges in the growth period of the 60's. With dwindling support from Kellogg the JCLP has less and less impact, but the universities in which they were originally funded still stand as the major centers of community college graduate education.

Other universities have also committed major resources for the development of community college staff. The California State Universities have well-organized programs for instructors and counselors. According to Phair (1968) these universities produced forty-nine new community college candidates in 1969 which is one-third the national total reported by Kelly and Connally in 1970.

The Virginia Polytechnic Institute and State University is a recent example of a university that has responded enthusiastically to community colleges. A new college of education established in 1971 recruited half a dozen professors with specialization and experience in the community college to launch the new program. An advisory council of community college educators was established, and arrangements were made with New River Community College as a cooperative institution in the program.

VPI offers courses to NRCC faculty on the community college campus; three-fourths of the NRCC faculty are enrolled in university course work. University faculty also offer workshops on the community college campus and assisted in the preparation of the master plan for NRCC. The community college offers its facilities as a laboratory and demonstration center for the university and provides teaching internships for university students. Staff at the community college often appear as guest lecturers for university courses. In addition, the two faculties have cooperated in the development of self-instructional programs for current and new faculty at NRCC. In a joint article by the president of the community college and a professor at the university it is reported that "All faculty (at NRCC) have been involved in a planned faculty development program that has been much more comprehensive and enriched than would have been possible if dependent upon the resources of NRCC alone." (Atwell and Sullins, 1973)

VPI has extended selected resources to NRCC and to other community colleges considerably beyond the confines of its own campus. Other universities are experimenting with offering an entire degree "off-campus." Spurred by Great Britain's Open University, created in 1969, the external degree is offered at the present time primarily at the undergraduate level. Empire State College in New York and Minnesota Metropolitan State College, which offers a master's degree, are the best examples of the Open University concept. The New York Regents External Degree is another variation of the Open University concept and "refers to a degree awarded by a nonteaching university for knowledge gained elsewhere." (Nolan, 1972)

If the Open University/External Degree concept continues to develop in American higher education, and if it develops at the graduate level as it has in several instances, it could become most attractive to community

college staff. The Extended University of the University of California could serve as a prototype.

The Extended University is in an experimental phase during the three academic years 1972-1975 to allow for the necessary changes which will make for a permanent place in the University of California. Seven pilot programs enrolling 400 students at the upper-division level for the bachelor's degree and at the graduate level for the master's degree were initiated in 1972. Off-campus learning centers are planned as "unconventional learning environments." Community college campuses may be used to house these centers. Services to be provided by such centers are expected to include information concerning educational programs available in the community, counseling and guidance, library and reference sources, seminar and classroom facilities, audio and video tape equipment, terminals for computer-assisted instruction and related self-directed learning facilities. New curricula are expected to be developed, and advanced placement, credit by examination, and certification of life experience will be explored. The Extended University in its experimental phase, therefore, will explore a number of options for offering external degrees and at the present time is not considering limiting the program to any one model.

The Extended University includes an Office of Research and Evaluation that will monitor the development of all programs. One of the first activities of this office was to determine the needs and interests of those who would be served by the Extended University. During the spring term 1972, 1,767 undergraduates enrolled in eight of the nine campuses of the University of California were surveyed regarding their interest in and desire for alternative degree programs. Researchers were able to identify two main reasons for student attraction to alternative programs:

(1) A desire for flexible time--space structures that would facilitate access to higher education, and (2) an attraction to alternatives per se, principally because of dissatisfaction with existing curricular structures and modes of instruction, i.e., a desire for significant reforms of higher education itself. (Gardner and Zelan, 1973) Of special importance to the topic of this paper is the discovery that these students prefer these alternatives more at the graduate level than at the undergraduate level. Only 13 percent of the respondents state a definite interest in such programs at the undergraduate level, whereas 30 percent express definite interest in master's or professional level alternative programs.

The traditional university has also opened doors to community colleges by exploring new degrees. Interest has developed in an advanced teaching degree that extends beyond the one-year master's and requires a different orientation than the research-based Ph.D. It is possible to redesign the Ph.D. as a teaching degree, but most effort has been in the direction of new degrees. Some colleges and universities have developed the two-year Master of Arts in College Teaching. Others have experimented with the Doctorate of Arts in Teaching. The Carnegie Corporation has provided considerable support for the development of D.A.T. programs in a number of universities. A program similar to the D.A.T. has been recommended by the National Faculty Association of Community and Junior Colleges as a degree appropriate for those who would teach in a community college.

The President's National Advisory Council on Education Professions Development also favors a proposal similar to the D.A.T. for community college instructors. In a national study of the needs for further education of community college staff the Council recommended that "The advanced teaching degree should become the model degree for community junior college

instructors. Programs similar in goals to those of the D.A.T. should be developed in major universities and especially in the new upper division universities." (O'Banion, 1972)

The new D.A.T. program, however, does not seem to be catching on. The Panel on Alternate Approaches to Graduate Education, created by the Council of Graduate Schools and the Graduate Record Examination Board, surveyed the 304 member institutions of the Council of Graduate Schools regarding innovations in graduate programs. Of the 144 institutions responding only six institutions reported new degree programs such as the Doctor of Arts or Doctor of Psychology in operation. Seven other institutions were either developing or discussing such new degree programs. (Panel on Alternate Approaches to Graduate Education, 1972)

These few examples serve to illustrate that the traditional university has not ignored community colleges. Some universities have made considerable commitment to community colleges, especially those sponsoring the Kellogg JCLP programs. Other universities are experimenting with new degrees, in part in recognition of the special needs of those who teach in community colleges. Still others are experimenting with ways to make their degrees more accessible to community college staff. A few universities, as noted in the next section, are cooperating extensively with community colleges to provide for the continuing educational needs of community college staff.

Centers of University/Community College Cooperation

The Junior College Leadership Programs funded by Kellogg were always centers of university and community college cooperation. Cooperative activities between these major universities and the community colleges in their area or state provided major leadership for community college development throughout the 1960's. These programs, however, focused almost exclusively on administrators in community colleges.

In recent years several centers have emerged that serve instructors and counselors more than administrators. Examples include the Two-Year College Student Development Center in New York, the Graduate Career Development Center for Community College Personnel, Inc. in Texas, and a new program in Oregon still in the planning stage.

The Student Development Center in New York was organized in 1968 by the State University of New York at Albany. Designed primarily for inservice staff development, the Center serves the forty-five two-year colleges and the ten educational opportunity centers in the State. An advisory council representing the University, the community colleges, and leading national educators provides direction for the program. The director, William Robbins, a former dean of students from Mohawk Valley Community College in New York holds faculty appointment in the SUNY-Albany School of Education.

Programs, consisting primarily of workshops, seminars, and conferences, follow from assessed needs of the community colleges and are financed through special grants from the State Department of Education. Programs are held in conference centers convenient to community colleges throughout the State. In the 1973-74 academic year workshops were offered on Cognitive Style Mapping, Developmental Studies, Expanding Role of Women, Linkages Between the College and the Community, Occupational Counseling, and other topics. Three-hundred and ninety-one community college staff members attended these workshops, and all two-year colleges sent representatives.

University and community college staff act as consultants and resource personnel for the workshops which carry no graduate cred In the fall of 1974 a new course on the Albany campus will offer graduate credit and will include participation in some of the field-based workshops. There

are plans for expanding opportunities for graduate credit through the Center and the University to those interested in the community college.

The Graduate Career Development Center in Texas differs from the New York Center in that most of the programs offered are university courses rather than workshops and conferences although these are available. A non-profit corporation funded by Tarrant County Junior College District and the Dallas County Community College District, the Center, organized in 1972, was initiated by community college personnel who sought the help of area universities in the continuing development of community college staff. "One hope is that the unique community junior college needs and programs will make a greater impact in existing graduate programs." (The Center Line, 1972)

The purposes of the Center are:

1. To develop practical and realistic approaches to advanced study for community college personnel.
2. To promote cooperation between community colleges and universities for mutual benefit.
3. To establish a vehicle for relating advanced professional study to realistic interaction with students in the community college setting.
4. To facilitate contact between universities and potential graduate students who are community college personnel.
5. To provide diversified learning experiences which will improve teaching, educational facilitating, and counseling effectiveness.
6. To provide a focal point for career development of community college personnel.

7. To create a mechanism for pooling resources in order to meet the professional development needs of community college personnel.

(The Center Line, 1972)

The Center is organized under the direction of a 13-member Governing Board composed of leaders from the six participating community colleges. Executive Director Anita Barrett also holds a position as associate professor of English at the South Campus of the Tarrant County Junior College District.

Needs of the community colleges determine the program offerings. Each community college appoints a member of the Advisory Committee on Staff Development whose purpose is to assess needs and to work with participating universities in meeting those needs. Universities cooperating with the Center in 1974 included East Texas State University, North Texas State University, Texas Womens' University, Texas Tech University and the University of Texas System.

Courses with graduate residence credit are offered by the universities on community college campuses. Registration can be accomplished on the campus of the university offering the course or at off-campus registration centers. The courses are taught by university professors and by community college personnel. Admission to a graduate program is a matter between the student and the participating university. An individual may carry at least but not more than 50 percent of his resident graduate work by completing courses offered by the universities through the Center.

Examples of courses offered in the fall of 1974 included Fundamental Theories in Community College Instructional Leadership, The American Community/Junior College, The Community Junior College Curriculum, Special Problems in the Community College, and Seminar in the College Teaching of

Literature Courses for Community College Teachers. Courses in statistics and research methods and in the disciplines are also offered. Twenty-one graduate courses were offered through the Center in the fall of 1974; eight additional courses of interest to community college personnel and offered at other sites or by other universities were also listed. (The Center Line, 1974) In the two years of operation the Center has served approximately 900 students through approximately 60 graduate courses.

A proposal to develop a cooperative program between universities and community colleges in the Portland, Oregon, metropolitan area is emerging after two years of consideration. The Fourth Working Draft of Proposal for a Doctoral Degree To Serve Portland Metropolitan Area Community College Staff represents "grassroots thinking (community college officials particularly, in cooperation with various four-year institution people, Northwest Regional Educational Laboratory and state agency staff)." (Loomis, 1974) The proposal has not been adopted by any official body in the state but is currently under consideration by the Joint Boards of Education and Higher Education.

"Concern about the development of relevant graduate preparation of community college professional personnel, which is available in the Portland Metropolitan Area, has been noted by students, teachers, and administrators." (Proposal for a Doctoral Degree to Serve Portland Metropolitan Area Community College Staff, 1974) A Community College Doctoral Task Force Committee with representatives from Portland area community colleges, the three institutions of higher education in Oregon, and Washington State University have studied the problem with assistance from the Oregon State Department of Education and the Northwest Regional Educational Laboratory. The number of agencies involved in the cooperative planning of this proposal far exceeds that of the other centers described.

At the present time the proposal outlines the need for staff and only in a very general way suggests parameters for the program. Accessibility is a major concern, and the Task Force has suggested the following guidelines regarding residency: (1) No participant should have to leave the Portland area for an extended time to fulfill residency requirements, (2) the residency should be flexible, (3) the residency does not have to be taken in consecutive terms, (4) participants may enroll in the program on a part-time basis.

The Task Force further recommends that an approach should be devised to grant hours of graduate credit for certain types of academic, job, and related experiences. Internships, field experiences, individual study, and projects that relate to a person's background and work are encouraged beyond a basic core of courses (unspecified in the proposal). The Task Force believes that "the participants will benefit to the greatest extent possible, by relating their learning experiences to their own work environments, using their own community colleges and adjacent communities as learning laboratories." (Proposal...1974) These experiences are to be organized on a competency-based approach to include specified outcomes in the curriculum, internship experiences, field studies, and the final degree product.

These three Centers are good examples of cooperative relationships between universities and community colleges. In each case community college leaders assumed the initiative for developing the programs. Universities appear quite willing to respond when community colleges define what they want and persist in working with universities to achieve their goals.

The Instant Universities

In the last five years a number of instant universities have emerged to offer alternative forms of graduate programs. One has been designed specifically for community college personnel; others include community college personnel; all have implications for traditional graduate programs that wish to serve community college personnel. Examples include the University of Northern Colorado, Walden University, Laurence University, The University Without Walls, Nova University, Union Graduate School, and the Humanistic Psychology Institute. The last three will serve as examples of this new thrust in graduate education.

Nova University in Ft. Lauderdale, Florida, may enroll more students working on a doctorate in community college education than all the traditional graduate schools in the United States combined. In the 1974-75 schedule of classes, 33 clusters of approximately 25 students each were in operation for a total enrollment of 825 doctoral students. (National Ed.D. Program for Community College Faculty, 1974)

Nova University was chartered as a private graduate University in 1964 and later affiliated with the New York Institute of Technology. Accredited by the Southern Association of Colleges and Schools, Nova offers three off-campus programs through its Center for Professional Development. The program for community college staff began in 1972.

The objectives of the program for community college staff are as follows:

1. To make higher forms of graduate education accessible to employed professionals who otherwise would have little opportunity to pursue an advanced degree while remaining employed. Program

objectives can only be reached by participants who are working full time in community colleges or who hold other positions in higher education that deal with the community college student.

2. Provide in-service training experiences which emphasize the unique goals and functions of community and junior colleges.
3. To provide a means for bringing to bear the scarce national talents of community college leaders in universities throughout the country in a coordinated effort wherever clusters are located.
4. To produce an informed set of leaders who are involved with the community college movement on a national scale.
5. To foster changes (improvements) in institutions of higher education through practicums and institutional research projects conducted by participants.

To accomplish these objectives students spend two years in a prescribed program of study consisting of six modules focused primarily on the community college: Curriculum Development in Higher Education, Applied Education Research and Evaluation, College Governance, Learning Theory and Applications, Educational Policy Systems in Higher Education, and Societal Factors. These modules are taught by national lecturers one day a month for three months on community college campuses. The national lecturers are leaders in their field and represent university professors and personnel from community colleges. In addition to the six content modules students must complete six practicums in the program.

"The goal of the practicum program is the improvement of community colleges." (Ed.D. Program for Community College Faculty, undated) Students are required to identify a problem on their campus, analyze and explore alternative solutions, make inferences about the probable consequence

of each solution, select an optimum solution, and prepare a report. A panel of community college professionals evaluates each practicum completed by Nova students.

Students are also required to attend one-week summer institutes for two summers. "The purpose of the Institute is to bring together the participants, cluster coordinators, practicum evaluators, national lecturers, and other nationally known educators to express and share ideas." (Ed.D. Program...undated)

During the third year students are expected to complete a major applied Research Project (MRP) and a detailed evaluation of his/her total doctoral program. The MRP is supervised by a national lecturer who holds appointment in a university offering the doctorate. Although the third year for the first group is just under way a review of the MRP proposals reveals that they are very similar to traditional Ed.D. dissertations.

Nova is basically a traditional graduate program with a modern delivery system. The change-oriented practicums, the pass/no pass grading system, the emphasis on community colleges, and the delivery system are innovations that so far have proven to be attractive to community college staff in 15 states and Puerto Rico.

The Union Graduate School, founded in 1969 by the Union for Experimenting Colleges and Universities, is one of the most nontraditional forms of graduate education available in America today. Its founders are quite clear about its purpose as an alternative form to the traditional: "The Union Graduate School has developed in response to the fact that for many competent students existing graduate programs are too limited, too prescribed and inflexible, and poorly adapted to the urgent needs of a society in crisis." (The Union Graduate School, 1973)

Key concepts are outlined in the 1973 brochure:

1. Application to the Union Graduate School should be made only by candidates who clearly cannot obtain the kind of advanced training they require within any of the more conventional university doctoral programs. Nor should persons apply who expect to be rewarded merely for what they have achieved in the past or for what they are already doing, or merely for the sake of "having" a Ph.D. Taking on the Union Graduate School requires full commitment, new effort, new direction and focusing discipline--many aspects of one's life!

2. Admission to the Union Graduate School (and progress toward the doctorate) depend on intelligence, creativity, and demonstrated capacity for self-direction and disciplined effort toward self-chosen objectives. Preference is given to students whose applications reflect high potential for individual and professional growth. After admission, candidates' work and potential to comply with these standards are reviewed twice; once during the initial four-week colloquium and again after about a year of full-time (or equivalent) pursuit of this program--certification and finally at termination.

3. The Union Graduate School offers guidance, stimulation to growth, information about resources, and evaluation. It seeks to draw on a wide array of opportunities for learning, wherever they may be found. We help graduate students to discover their learning needs, to develop workable plans, to use the best available resources within academic institutions, or elsewhere to use learning procedures and human networks suited to their abilities and opportunities, and to achieve excellence in their chosen field. No "credits" are counted; rather, a whole program is evolved.

4. Each individual develops his program to suit his own needs, strengths, and opportunities. He is given assistance and advice by his fellow-students, faculty, and other resource persons who may not be on an academic faculty.

5. Most study is self-directed. Many students begin with an unrealistic view of their capacity for continued, disciplined work. Self-directed study is usually far more demanding than is conformity to class attendance and faculty-assigned readings or papers; hence it is a more appropriate method. This is not a correspondence school.

6. Students may include in their comprehensive study plans work in available courses and seminars at any institution in the world. Learning as apprentices to distinguished leaders in any field is encouraged.

7. As an aid to wise planning, all students begin their Union Graduate School program by attending a colloquium.

8. Each student keeps a cumulative record or log of personal educational efforts, with evaluation of all significant experiences, whether "successful" or not. From time-to-time this record is reviewed with his committee members.

9. The two fellow student peers selected to serve on a student's committee should be taken to mean that these students do more than review and provide critical support. Members of the committee, by design, provide "for advice and dissent as well as advise and consent regarding his work." The students serving on a committee must bring experience and/or working knowledge in the area being studied. They are an integral part of the committee, as well as a key component in the legitimization of the graduate program.

10. Each candidate for a degree is expected to present evidence of high achievement culminating in a Project Demonstrating Excellence.

11. Decision on readiness for the Ph.D. will be made jointly by the student and his committee.

12. The Union Graduate School recommends successful candidates for a degree to the Union for Experimenting Colleges and Universities which is incorporated under the State of Ohio and authorized by the Board of Regents to grant the degree. The prestige of these degrees will be determined over time by the achievements of our graduates.

There is a great deal of emphasis in the program on self-direction and self-development. Colloquia are designed to stimulate introspection and creativity and are described as "intense learning/unlearning experiences." Personal communication among peers, adjuncts, and core faculty is encouraged. One student writes of his regard for "association with persons, through UGS, who practice the art of being human. Here is a quality of human contact--the tuition I pay notwithstanding--that money cannot buy." (Leuba, 1973)

The Project Demonstrating Excellence (PDE) may resemble a dissertation acceptable in a traditional graduate program. The PDE may also include a publishable book, a unified series of essays or articles, a project of social change or innovation or outstanding creations in poetry, painting, or musical composition. "It must represent a significant contribution to our culture." (The Union Graduate School, 1973)

UGS plans to limit enrollment to approximately 300 students serviced by 10 core faculty members who act as "roving facilitators." Inquiries arrive at the central office in Yellow Springs, Ohio at about 400-500 a month. By the summer of 1974 UGS had graduated 124 Ph.D.'s. A number of these were community college professionals. (Fairfield, 1974)

The most radical alternative in graduate education, not because its structure or procedures differ but because it gives such great emphasis to personal development, is the Humanistic Psychology Institute founded in 1971. HPI is not anti-intellectual but it is clearly pro self-development. In its report granting unconditional approval to award the Ph.D., the Special Committee on Approval of Degree Programs, State of California, noted this central commitment of the Institute.

> At the very heart of the program is growth in human freedom and responsibility; the capacity for self-determination. By the very ideology-assumption of the program, this is taught intellectually, but learned experientially. Almost unique as well--and almost adequately justified by its own imperative--is the positive assumption about human nature and potential and human growth and learning--upon which the Institute is founded. Again, this is contrary to the traditional world, academic and non-academic. Both because society needs such alternatives experientially explored and tested, and because many students prefer to live and learn by this alternative, the Institute is valuable. (The Humanistic Psychology Institute, undated)

A student, in the Institute newsletter, describes what this focus on personal development means to him: "Being in the HPI program is teaching me how to center myself and listen for my 'inner voice'--whether it be called my spirit guide, my anima, daimon or the opening of my throat chakra.... I need to purify my body/mind of the mental/physical, spiritual/sexual blocks that prevent my energy from flowing naturally." (Zelman, 1974) Much of the activity of students in HPI is focused on humanistic psychology and oriental philosophy. The faculty list as among their interests bio-feedback, yoga, meditation, parapsychology, psycho-energetic systems, Thanatology, rolfing, psychedelic therapy, and other areas.

The requirements of the Institute are similar to those of the Union Graduate School. Applications are encouraged only by candidates who cannot obtain the advanced training they require in more conventional

universities. Once admitted, students participate in a Program Planning Seminar and work with their committee consisting of a Home Faculty person, two Field Faculty, and two peers. There are no courses and students use the resources (courses at other universities, internships, independent study, etc.) that are appropriate to their needs.

Only those students are admitted to HPI who have a clear and acceptable proposal for the final project. The final project or dissertation is "the center around which each person's doctoral studies program is organized." The final project may be a book, a collection of essays, a research undertaking, a project of significant social change, a body of poetry, paintings, musical compositions, dances, films, or other art forms. In any case the project must be of "definite benefit, use or enjoyment of humankind."

Nova, UGS, and HPI are radical departures from the traditional in graduate education. As instant universities only three or four years old they offer a sharp contrast to the campus-based, course and professor dominated, theoretically-oriented doctoral program based in institutions a hundred or more years old. At the moment they appear to be immensely attractive to students. They are creating problems, however, that will need to be studied carefully. Will the degrees from these programs be as acceptable to employers as the degrees from traditional programs? Will students lose something in quality by not being enrolled in a three to four year, concentrated, residential program offering the rich resources of a major university? Will these programs attract the more creative and independent students away from the traditional universities? Do these universities face early extinction by overproducing in limited fields? What is a Ph.D.? These are only a few of the many questions to be raised because of the development of these new forms of graduate education. Their experimentation could lead the way for significant changes in traditional graduate programs.

Implications for Traditional Graduate Education

At the Conference on Predoctoral Education in the United States, held in 1969, a resolution was adopted that reflected the need for alternative forms of graduate education:

> Although graduate education in this country is strong, it can be made stronger and more responsive to national needs. We believe that the demands upon graduate education today cannot be met by simple extension of the trends and practices of the last decade... It is increasingly clear..., that society also needs, and graduate students are seeking, alternative forms of graduate education. New graduate programs must be devised in response to the changing body of knowledge and to our need for persons educated to cope with urgent, newly emerging problems. (National Board on Graduate Education, 1972)

If graduate education in the United States is to change, and if that change is, in part, to reflect a response to the particular needs of staff who work or who would like to work in a community college, there are implications for such changes in the alternate forms of graduate education that have emerged in the past five years. For those graduate schools considering new programs for community college staff the following implications from this brief selected review of alternate graduate programs seem pertinent. These implications are offered in the form of recommendations:

1. Graduate education should be offered at the convenience of the student. Campus-free, part-time education should be available so that students do not have to give up jobs and family responsibilities. The university should take graduate education to the community colleges where staff work and to those interested in the community college such as high school teachers, four-year college and university staff, and those in business and industry--where they live and work.

2. The research-based Ph.D. is inappropriate for community college teachers. Roger Garrison says "The making of a scholar is the unmaking of a teacher." (Garrison, 1967) Universities should explore an alternative Ph.D. or new degrees such as the D.A.T.,

3. Practical applications of learning experiences should form a major part of the program. An internship in the area for which the person is preparing should be a minimum requirement. Additional opportunities to evaluate practice, design and test new approaches, explore innovations in other institutions, and participate in projects and workshops should be available. Such practical applications are major components in the Oregon and the Nova programs.

4. Opportunities should be provided for personal development. Traditional graduate programs have focused too narrowly on intellectual development. The task of teaching in the community college requires an educator with a system of values and a teaching style that can be considerably enhanced through opportunities for checking personal philosophy against institutional philosophy, exploring teaching styles with colleagues, and improving interpersonal relationship skills. Personal development often becomes the primary focus of the Ph.D. candidates in the Union Graduate School and the Humanistic Psychology Institute.

5. Students should assume greater responsibility for determining their objectives and program of study and should be involved in a continuing evaluation of their progress. If universities will help students assess their needs and explore programs to

meet those needs, such as the Union Graduate School does in its colloquium, students should be able to design creative alternatives to the traditional, prescribed, sequenced course structure of most graduate schools.

6. Graduate education should be open to professionals who have proven themselves on the job (Nova accepts anyone who has a master's degree and works in a community college) or to students whose interests and abilities may be different from students who choose to matriculate on campus in traditional programs. There is an assumption in the recommendations for new programs and new degrees that new kinds of students would be served. Both Union Graduate School and the Humanistic Psychology Institute make a point of not accepting students for whom traditional graduate education is appropriate.

7. Less emphasis should be placed on grades and the accumulation of credits as measures of program completion. Traditional graduate programs now allow a number of pass/fail options for courses. There are no grades or "courses" in Union or HPI. The Oregon plan calls for a model of competency-based education that could be free of grades and the prescribed course structure.

8. Technological innovations for delivering education should be used to supplement programs of learning. If the Open University and Empire State can offer degrees to undergraduate through educational technology, then such technology would seem to be useful to more mature and self-directing graduate students. Most community colleges are equipped with the machinery that could accommodate university programs. Virginia Polytechnic

Institute and New River Community College have cooperated in designing programs using the new technology.

9. Any new program of graduate education for community college staff must be designed in close cooperation with community colleges. Nova's success is related in large part to its use of community college educators and practitioners at all levels of its activity. The very successful JCLP programs cooperated closely with area community colleges. The centers in New York, Texas, and Oregon are good examples of cooperative arrangements between universities and community colleges. When community colleges are not involved in initial planning and continuing cooperation, the result can be disappointing if not disastrous, as reported by Arthur Eastman in his description of Carnegie-Mellon's first attempt to develop a D.A. program in English for community college faculty. (Eastman, 1974)

Community colleges have an important role to play in the graduate education of community college staff. Key personnel from area community colleges should be involved at all levels of university program planning. An advisory committee from community colleges should meet periodically with university staff to plan program objectives, determine curriculum, recruit staff and students, arrange facilities, provide internships, organize research, develop inservice programs which complement the preservice programs, and develop evaluation schema for the programs. Community college staff can supervise internships and as adjunct professors to the university can teach courses and consult with students. Community colleges can serve as practical laboratories as they cocperate with universities to insure the preparation of staff who are qualified for and committed to the community college.

Conclusion

These recommendations emerge from a selected review of alternative forms of graduate programs. The recommendations are suggestions for traditional universities that wish to explore new programs for the preparation of community college staff. In no way should these recommendations be construed to mean that traditional, research-based Ph.D. programs be reduced or eliminated. Graduate education in the United States is excellent because of these programs, and this excellence has served this society well.

New programs, however, are necessary. There are new societal needs and new students to be served. Some alternate forms of graduate education, some as extensions of the traditional and others as radical departures with little connection to the traditional, are beginning to respond to these new needs and these new students. Because the traditional university has established its success and because it is endowed with rich and creative resources, it can provide considerable leadership in exploring and experimenting with alternate forms of graduate education. A creative university can offer both the traditional and the nontraditional, can meet the needs of traditional graduate students and "new" graduate students. In the case of the community college the traditional university has responded with something less than enthusiasm. If the university, however, responds to the recommendation of the National Board on Graduate Education that "New graduate programs must be devised...", and if these programs will reflect some of the promising practices in the alternative programs reviewed in this paper, the community college, at least, will grow in enthusiasm and appreciation for the university. It is also likely that the university will grow in enthusiasm and appreciation for the community college. Such mutual admiration is the hope of all humane reformers.

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